

**An Analysis of Verbal Interaction Between Teacher and Students in The
Classroom in English Class at SMAN 25 Bone**

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ABSTRACT

This study applies qualitative research design using FIACS Technique to analyze the verbal interaction. The data of this study are gained by doing observations in the field. The type of observations done was a non-participant observation. During the observation, the writer sat at the back of the classroom and recorded the teaching – learning process. Verbal interaction is one of type of classroom interaction that uses direct talk between teacher and students. This study aims to know the types of verbal interaction and the characteristics of verbal interaction that occur in teaching learning at SMAN 25 Bone. This study used video recording for gathering data and using a descriptive qualitative design in order to analyze data. The data were analyzed using Flanders Formula and interaction matrix. The two classes were chosen as subject of

this research. The data were collected by conducting 4 times. The result of this research to determine the types of verbal interaction. The result showed that there are three types of verbal interaction that found in the classroom. There are teacher-students interaction, student-student interaction and teacher learning resource interaction. Based on the findings, it also shows that the dominant pattern of verbal interaction was content cross. Furthermore, the impact of classroom interaction on student found the positive impact from the classroom interaction. It is proven by the teacher's statements that Interaction is one of factors in getting students achievement and it is one of the fundamental factor because good interaction create good atmosphere in classroom, therefore the students can be enjoyable in receiving material from the teacher. From the interaction the students can be hoped the goals of teaching and learning.

Keywords: Verbal Classroom Interaction, Flander Interaction Analysis Categories System Technique

INTRODUCTION

Teaching is guiding and facilitating learning, enabling students to learn and setting condition for learning (Brown, 1980:8). It requires teacher to formulate and manage learning to enable the students to achieve the target. Furthermore, Allwright (1984) and Ellis (1990) argue that teaching and learning process in classroom should be conducted as interaction to get language model and facility since its quality can influence level of acquisition. Therefore, teaching and learning process is an essential interaction process between a teacher and students.

In fact, creating communicative interaction between the teacher and the students is one of the problems in teaching and learning process. During teaching and learning process, there will be time when the teacher does not get response from the students at all, though the fact the students know and have willingness to give

response. Therefore, this is the time teacher's role in action, as a controller and an initiator; the teacher has to carry out interactive techniques and create an interactive classroom successfully. In this case, the teacher and the students should negotiate meanings and collaborate to accomplish certain purpose during teaching and learning process.

Shomoossi, (2004) recommends that interaction will help student to attain better learning and give opportunities to rehearse their competences. They get their competences by listening to the teacher and the students, and communicating with the teacher and the student. In this line, Brown (1994) suggests that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in reciprocal effect on each other. To have reciprocal interaction, the teacher is not only facilitating the students to learn but also stimulating students to get involved in participation.

the writer formulates the research question, as below:

1. What are the types of verbal interaction between teacher and students in the classroom in English class at SMAN 25 Bone?
2. What are the characteristics of verbal interaction between teacher and student in the classroom in English class at SMAN 25 Bone
3. How is the impact of verbal interaction between teacher and students in the classroom in English class on students talk at SMAN 25 Bone?

LITERATURE REVIEW

The research will describe some works which are relevant to this research to make the thesis arrangement easier.

The first previous research is from Semir Sejtanic and Mile Ilic (2016) with their research *Verbal Interaction Between Pupils And Teachers In The Teaching Process*. The result of the research is (64,37 teacher's talk and pupil's talk 29,59%.

Although the percentage of the direct teachers' influence is higher (39,31) compared to the indirect influence(25.06%)most of that percentage refers the exposure of the content, and the smallest part to the criticism of the pupils.

The second is From Rini Triani Pujiastuti (2013) With Her Research Classroom Interaction: *An Analysis Of Teacher Talk And Student Talk In English For Young Learners (EYL)*, the findings of her research show that teacher talk as the most dominant aspect compared to student talk and silence. From the research, she found that teacher talk 56,99%, student talk 32,56% and silence 21,57%. The dominance of teacher talk proportion in each meeting happened since the teacher mainly explained grammatical rules and gave instructions on writing tasks. The finding revealed in this study is consistent with other related studies in which proportions of teacher talk were consistent, approximately for about 70%.

The third previous research is Vincentia S.H.S and Johanes J (2011) with the research *Teacher-Student Classroom Verbal Interaction in Intensive Course Classes of An English Department Student*. The result of the study is from the recapitulation, the writer conclude those members with a calculation. Based on the ratio that was got from the calculation, the most commonly used form of the classroom interaction was categorized in teacher active, students mainly receptive(T)because the percentage of the teachers talks was higher than the student talk. It appears from the ratio teacher and students is 62% :38%. It happened because there were several reasons, the materials, the grade of the students or the students themselves and also the time.

Douglas (2000) states that interaction is the collaborative exchange of thought, feelings, or ideas between two or more people, resulting in reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction as human being use language in various context to “negotiate” meaning, or simply stated, to get an idea out of one person's head of another person and vice versa.

According to Dagarin (2004), classroom interaction is an interaction between teacher and students in the classroom where they can create interaction at each other. It means that classroom interaction is all of interactions that occur in the learning and teaching process. In addition, classroom interaction will help students-students to share the information that they get from materials at each other. Radford (2011) maintains that through the classroom interaction, the learning process among students will occur since they will exchange their knowledge or understanding at each other. It means that classroom interaction make the students brave to share what they have known and learn at each other.

The type of interaction depends on certain type of the teacher talk and the student talk appears in classroom. According to Krashen (1992) there are at least three types of classroom interaction; teacher-dominated, teacher centered, and student-centered. The definition of each types is provided by Krashen (1992). First, teacher-dominated is when the teacher takes so much time to talk and students only have little opportunity to talk. Second, a teacher-centered is when the teacher takes control of students to be active participate at the classroom interaction. The last type is student-centered. Different from the first type, in this case the teacher is as the facilitator and students are more active rather than the teacher in classroom interaction.

The characteristic of interaction includes content cross, teacher control, teacher support, and students' participation (Li,Shouhui, & Xinying, 2011, p.6). the characteristic of classroom interaction could be defined through interaction matrix that is built by firstly pairing the code in transcription of recorded classroom interaction and then putting it in the column and rows of matrix. Rows in the matrix refer to the first number of each pair while the columns show the second number of pairing code.

Content cross is defined as teacher's dependent on asking questions and lecturing students. This characteristic can be seen from many appearances of tallies in rows 4-5 and columns 4-5 in which code 4 is used to refer the asking question

behavior and 5 shows the lecturing behavior. Teacher control pattern can be seen from the dominance of teacher's behavior of giving direction and instruction and criticizing as well as justifying authorities. In the interaction matrix, this characteristic can be seen from the tallies that mostly appear in column and row 6 and 7.

Another pattern of classroom interaction is teacher support that is characterized by the appearance of tallies in columns and rows 1-3. Code 1 shows students' feeling acceptance by the teacher while code 2 refers to teacher's praises or encouragement towards students. Code 3 represents the acceptance of students' ideas and teacher may even use the ideas of students. Finally, students' participation pattern is defined by the domination of code 8 and 9 in the interaction matrix which represents students' initiation and response.

METHODS

This research will use interaction analysis. Interaction analysis is analyzed that only focus in interaction between teacher and students in the classroom during teaching – learning process. The approach used in this research was the qualitative research. According to Creswell (2014, p. 4), qualitative research is an approach for exploring and understanding the meaning individuals or group ascribe to a social or human problem.

This research will use analyze classroom interaction by using Flander's Interaction Analysis Categories System (FIACS) technique at the Class X MIPA of SMAN 25 Bone. This study is aimed to describe the characteristics of verbal interaction during in teaching – learning process that are found in classroom based on Flanders Interaction Analysis Categories System (FIACS) Technique. Data

collecting in qualitative research are observation, interview, document, and audio-visual material. In this research, the writer only using audio-visual material and interview to collect the data. This research will be designed by entering the class to record the teaching and learning of the class, and analyze the characteristics of classroom interaction and finally classify them by using FIACS (Flanders Interaction Analysis Categories System) Technique. Through FIACS Technique, the writer using the steps to get the result and described the result of this research by showing the percentage of teacher and student's talk process during classroom interaction. The writer will use descriptive method to transcribe the data and as a non-participant observer in classroom interaction when teaching learning process. In addition, the writer used observation, recording, transcribing, coding, and analyzing to collect the data.

FINDING AND DISCUSSION

1. The Types of Classroom Interaction

From observation that researcher has done, there are three types of interaction pattern that researches found in four recording. All the kinds of those interaction patterns are presented into teaching and learning process. They are teacher-students interaction, student-student interaction and teacher-learning resources.

a. Teacher – students interaction

Teacher-students interaction types is one of types interaction that the researcher found in four recordings. From all recording, the researcher presents the data into some extract. Those all data analyzed by researcher according to Thomas' theory (1988) and Suherdis' theory (2007) related classroom interaction pattern. The following paragraph presents the extract of teacher –students interaction.

Extract

These extract was taken from the first meeting. The class of this recording is the first grade of senior high school which includes 28 students. This recording was taken on Monday ,may 20th 2019. This extract was taken in teaching and learning process.

T : “Rise your hand, what was our lesson yesterday?

Apa yang kita pelajari kemarin?

Ss : The story about shimosy.

T : Diwany,Can you tell little about shimosy?

Bisa tidak cerita sedikit tentang shimosy?

S : Once upon a time, there was a man like a little finger but he has high spirit.

T : Ok. Enough. Thank you very much

b. Student - student interaction

The extracts come from the video recording in teaching and learning process. Each extract will analyzed by researcher. The researcher presents this data into some extracts. The following paragraph present student- student interaction in the classroom.

Extract

T :Ok, have you?

Sudah?

S1 :Yes mam

S2 : Belumpi kita nah.

T : Well, five minutes again

Ok. Hello, attention please, the time is over now

So, is the time to discuss our problems, about narrative text

So, don't write again and now, please attention for your friend's statement.

c. Teacher – learning resources

The following extract reveal teacher-learning resources interaction. All the recordings and observations that the researcher has done, it will be described in the following extracts.

Extract

T :Ok, silahkan bisa menggunakan internet, bisa menggunakan buku yang kalian punya

Ok, have you?

Sudah?

S :Yes mam

S :Belumpi kita nah.

T :Well, five minutes again

2. The Characteristics of Verbal Interaction

The characteristics about classroom interaction divided into four as follow:

a. Content Cross

Content cross is the characteristic that has a heavy concentration in a column 4 and 5 and rows 4 and 5 which indicates teacher dependence on ask questions and lecturing.

b. Teacher Control

Teacher control is the characteristic that has a heavy concentration in a column and rows 6 and 7 which indicates extensive commands, giving directions, criticizing or justifying, and reprimands by the teacher.

c. Teacher Support

Teacher support is the characteristic that has a heavy concentration in a column and rows 1, 2, and 3 indicates that the teacher is reinforcing, praising, encouraging, accept the feeling, and clarifying the students.

d. Student Participation

Student participation is the characteristic that has a heavy concentration in a column and rows 8 and 9 reflects student responses to the teacher's behaviour.

(Flanders, 1967 cited in Nasrulloh 2013, p. 48).

The most dominant characteristics in every meeting in the classroom interaction was content cross which the teacher most given the students question to make students more active to interaction with the teacher, teacher control which it is teacher given direction to students like read the dialog without book and translated the dialog, and then the teacher also criticizing if the students have a not true when read the dialog, and the last student participation, it means that student most actively in question and answer activity in classroom interaction.

C. The Impact of Verbal Interaction on Students Achievement

From the interview to the teacher, the researcher found the positive impact from the classroom interaction. It is proven by the teacher's statements that Interaction is one of factors in getting students achievement and it is one of the

fundamental factor because good interaction create good atmosphere in classroom, therefore the students can be enjoyable in receiving material from the teacher. From the interaction the students can be hoped the goals of teaching and learning.

CONCLUSION

This section presents the conclusions of the study conducted based on the research questions. The focus of the study is the types verbal interaction in the classroom, the percentage of teacher talk and student talk and the effect of classroom interaction.

This study proves the findings from the previous research that there are three types of classroom interaction, they are teacher-students interaction, student-student interaction and teacher-whole resource interaction. Dagarin (2004) lists that there are at least three types of interaction frequently occur in classroom, as follows teacher-students interaction, student-student interaction and teacher whole resources interaction.

The characteristic of interaction includes content cross, teacher control, teacher support, and students' participation (Li,Shouhui, & Xinying, 2011, p.6). This study also proves that the teacher plays dominant part in the classroom interaction.

This study comes up with some categories of teacher talk and student talk. beginning from accepting feeling, praise or encouragement, accepting idea, asking question, lecturing, giving direction, criticizing, teacher talk response and teacher talk initiation and the last is silence. Those categories confirm Flander's Interaction Analysis Categories (FIAC) system of analysis developed by Flanders (1970).

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